

Inspection of Anthony Roper Pre-School CIO

The Nursery Unit, Anthony Roper Primary School, High Street, Eynsford, Dartford, Kent DA4 0AA

Inspection date: 9 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this very relaxed and calm pre-school. They put their lunch boxes in the trolley and hang up their belongings. Children independently choose the resources they want to play with, and staff are available to support children's learning. Those who enjoy being outside are able to access the secure garden as soon as they arrive and they can freely move between the indoors and outdoors all day. Promoting children's happiness and emotional well-being is a real strength at the pre-school.

Staff manage children's behaviour well and sensitively support them to understand what is acceptable. Children remind each other of key rules, such as 'walking feet inside'. They have a good understanding of what is expected of them. The pre-school room is full of happy chatter between staff and children. Staff talk about what they can see and introduce new words. This helps to build children's language effectively. Children benefit from secure routines that support positive behaviour and clear expectations. Staff help children to embed routines through strong relationships and effective use of aids, such as visual timetables.

Leaders make sure that children with special educational needs and/or disabilities (SEND) are supported effectively. Staff have high expectations for what all children can achieve. They develop individual next steps in learning tailored to each child's stage of development. This helps staff and leaders to monitor the progress children make.

What does the early years setting do well and what does it need to do better?

- Children have many opportunities to develop their understanding of different feelings and emotions. For example, staff have ongoing discussions and plan specific activities that encourage children to talk about their feelings and emotions. They talk about how they are feeling, such as when they express that they are happy or sad. This helps children to begin to make connections between their feelings and emotions.
- Children understand early mathematical ideas. Staff support children with thoughtful conversations about what they know. Children explain their thinking clearly and talk confidently with adults and friends. For example, children enjoy shape-sorting activities, naming circles and hexagons and demonstrating their ability to create and identify a variety of shapes.
- Overall, staff create a balanced curriculum. They know where their key children are up to in their development. However, staff do not always extend experiences to further develop children's awareness of diversity in their own community or the wider world in meaningful ways.
- Staff provide activities that build children's physical skills. They support gross

motor skills by encouraging climbing and large scale mark making. Children strengthen fine motor skills by using scissors to cut dough in creative play. This supports children to develop strong physical skills.

- Staff focus on supporting children's communication and language skills well. For example, they use gestures, consistently comment on children's play and use visual prompts. Staff read stories and sing nursery rhymes that children enjoy. Children excitedly use props and sing popular action songs.
- Children build their perseverance skills when being creative with materials, such as tape, scissors and construction. For example, staff encourage children to think critically and reflect on their plan and designs as they construct a car wash for the small cars using recycled resources.
- Leaders work collaboratively with the committee, creating a strong leadership team. All staff receive regular supervision and feedback and have access to a range of training opportunities to ensure consistency in practice and continuous improvement. Staff feel well supported in their roles, with regular team meetings providing space to share information and think collaboratively.
- Leaders and staff care deeply about children and show a genuine commitment to do their best for them. As a result, children receive programmes of support to ensure they make progress in their well-being and involvement.
- Staff provide excellent support for parents to enable them to work in partnership with the setting. Parents feel well informed about their children's care and what they are learning. Information is regularly shared at drop off and collection times or at the regular parents' meetings. As a result, children make progress in their learning and development. For example, staff developed oral hygiene activities to use in the setting and at home to develop children's understanding of making healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the curriculum for understanding the world to help children learn about more diverse representations of life in modern Britain, beyond that of their immediate community.

Setting details

Unique reference number	EY551223
Local authority	Kent
Inspection number	10399158
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	52
Number of children on roll	57
Name of registered person	The Anthony Roper Pre-School And Kindergarten CIO
Registered person unique reference number	RP551222
Telephone number	01322 865469
Date of previous inspection	21 November 2019

Information about this early years setting

Anthony Roper Pre-School CIO registered in August 2017 and is located on the site of Anthony Roper Primary School in Eynsford, Kent. It operates between the hours of 8am and 5.30pm on Monday to Wednesday, and on Thursday and Friday between 9am and 3pm during school term times. The pre-school employs nine members of staff who hold a relevant childcare qualification. Of these, one staff member holds a level 6, one holds a level 4, five hold a level 3 and 1 is unqualified. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Laura Hodges

Inspection activities

- The managers and the inspector conducted a learning walk together across all areas of the pre-school and discussed the curriculum.
- The manager and the inspector conducted a collaborative observation during circle time.
- The inspector reviewed relevant documentation and assessed evidence regarding the suitability of staff working at the pre-school.
- The special educational needs coordinator and staff shared insights with the inspector about how they support children with SEND.
- Parents provided their feedback about the pre-school to the inspector.
- The inspector observed the quality of education offered, both indoors and outdoors, and evaluated its impact on children's learning.
- The inspector had a discussion with the leadership team regarding the leadership and management of the pre-school.
- The inspector spoke with staff at appropriate times during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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